

Local Evaluation for Grantee Name
Iowa 21st CCLC for 2018-2019

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 9-13 are to be included for reporting data for the 2018-2019 school year. Reported data will be from the Fall of 2018 and the Spring of 2019. Data will also be reported for the Summer of 2018. The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include. The completed form should be saved with the filename <Grantee Name 21st CCLC Local Evaluation Form 2018-2019>. The form must be completed and submitted in Word format. *(Note: Instructions and clarifications are shown in RED.)*

Required Section	Complete?
1. General Information	x
2. Introduction/Executive Summary	x
3. Demographic Data	x
4. GPRA Measures	x
5. Local Objectives	x
6. Anecdotal Data	x
7. Sustainability Plans	x
8. Summary and Recommendations	x

1. General Information

General Information Required Elements	Complete?
Basic Information Table	x
Center Information Table	x

Basic Information Table	
Item	Information
Date Form Submitted	1-8-20
Grantee Name	Central Decatur CSD
Program Director Name	Amy Whittington
Program Director E-mail	amy.whittington@centraldecatur.org
Program Director Phone	641-446-4452
Evaluator Name	Sherry Huffman
Evaluator E-mail	shuffman@ghaea.org
Evaluator Phone	402-657-5194
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas)</i>
Cohort 9	
Cohort 10	
Cohort 11	
Cohort 12	CD South Elem, CD North Elem, Lamoni Elem, Mormon Trail Elem
Cohort 13	
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	x
<ul style="list-style-type: none"> Needs Assessment Process 	x
<ul style="list-style-type: none"> Key People Involved 	x
<ul style="list-style-type: none"> Development of Objectives 	x
Program Description	x
<ul style="list-style-type: none"> Program days and hours 	x
<ul style="list-style-type: none"> List of activities 	x
<ul style="list-style-type: none"> Location of centers 	x
<ul style="list-style-type: none"> Attendance requirements 	x
<ul style="list-style-type: none"> Governance (board, director, etc.) 	x
Program Highlights	x

Cardinal Muscle and the Saints After-school Program represent a collaborative project resulting from the combined efforts of Central Decatur Community School District and the Mormon Trail Community School District. They had a very successful program in grant cycle eight with numerous benefits for all involved. In grant cycle twelve, another local district was added, Lamoni Community School District. This center is also located in Decatur County and shares a superintendent with Central Decatur CSD. High poverty numbers and isolation were compelling reasons to expand the grant to include students in this district. Close proximity and shared governance were strong factors in the consideration of this expansion as well. The addition of this district allows the benefits of shared resources (many community members cross over in a variety of roles), as well as enables all children in Decatur County to be provided with much needed services.

The partners share resources, responsibilities, and risks related to the 21st Century program. Each site contributes to the grant's operations, programming and quality corresponding with individual areas of expertise and mission alignment. The project is closely aligned with each district's goals as well as the overall CSIP goals of creating a safe learning environment and increasing math and reading achievement. Intentionally designed intervention activities for reading and math are purposefully integrated into the program. After-school tutoring is closely connected with individual student goals in order to remediate any reading or math deficiencies. Reading comprehension and vocabulary strategies and math problem solving are regularly utilized to help students meet their proficiency goals. A unique feature of the four 21st CCLC centers is the close alignment of the project goals with student's daily achievement to best help promote and sustain student success. Each of these goals are designed to help

with the early identification of students who need intervention and provide those students with individualized interventions that target the specific areas of student need.

During the current cycle, the grant was expanded to support the operation of four 21st Century Community Learning Centers. The program serves students at four centers within three districts: South Elementary (K-2 grades) and North Elementary (3-6 grades) represent the Central Decatur district in Leon, Iowa. The third site is located at Mormon Trail Community Elementary School (K-6) in Humeston, Iowa. The fourth site is located at the Lamoni Elementary School (K-5) in Lamoni, Iowa. The original design of the program involved a high level of collaboration between the two charter districts to ensure uniform delivery of the program. However, throughout the course of the previous grant cycle, it became evident that each site had unique needs; consequently, program delivery was tweaked to accommodate those differences in order to best serve students at each center. This is still true with the addition of the fourth site in Lamoni.

In the final year of the last grant cycle, it became increasingly evident that the two communities involved had very different needs and resources; the continued efforts to adapt the program to meet the unique needs of each district generated positive outcomes for both. In spite of the benefits to each, the result of streamlining the programs to fit the individual communities left a chasm that needed to be addressed. The districts were advised to find ways to be more intentional in their collaboration and consultation efforts to meet the burden of the grant. The Decatur County Coalition Committee was established to serve as the collaborative board. This group has quarterly meetings throughout the past year to provide guidance, consistency, and support for all four centers. Meeting agendas and minutes for these meetings can be found at:

https://docs.google.com/document/d/1qLXk9WFUGBe3NV7ljuIE9JI35uEa7uLx3h5Y_x5jyPA/edit?usp=sharing

Mormon Trail appears to have found the stability in leadership that was greatly needed to ensure the success of their endeavors. Several years of consecutive leadership changes presented challenges to the implementation of the program. In the first year of the new grant cycle, many things that had previously plagued the district in sustaining the program at full-implementation level were no longer an issue. They continue to boost support and understanding of parents and other stakeholders with before, after, and night time programming – all of which were well attended. Overall, the current program is constructed much as it had been with an additional emphasis on science and technology. With stabilized leadership came a strong commitment to a robust program with increased attendance and support from all constituencies. The creation of the Decatur County Cares Coalition increased accountability, as well as aid in securing resources and support for program development.

All centers have established before school programs which allow an intentional time for teachers and staff to touch base with students. This practice ensures the development of positive relationships and engenders a positive start for everyone's school day. Throughout the past several years, teachers have undergone training with Carol Dweck's growth mindset materials and Ruby Payne's poverty framework. These are employed in the early morning

time together to hopefully bridge any issues that students may carry from home as they transition into their school day; it also supports their social-emotional growth and learning.

Dynamic and well-organized after school programs are offered at all sites. All programs begin as soon as school dismisses and last until 5 or 5:30 p.m. The existing sites offered summer academic maintenance and academic enrichment programs. Mormon Trail, Lamoni and Central Decatur sites offered programming opportunities in June, July and August 2019. Program delivery differs slightly at each site in order to accommodate unique community differences and to maximize the opportunity to facilitate student success; however, each center has depended on four groups for staffing.

3. Demographic Data

Demographic Data Required Elements	Complete?
2018-2019 School Year Attendance Tables	x
<ul style="list-style-type: none"> 2018-2019 School Year Attendance Summary Table 	x
<ul style="list-style-type: none"> 2018-2019 School Year Attendance Ethnicity Table 	x
<ul style="list-style-type: none"> 2018-2019 School Year Attendance Special Needs Table 	x
Summer of 2018 Attendance Tables	x
<ul style="list-style-type: none"> Summer of 2018 Attendance Summary Table 	x
<ul style="list-style-type: none"> Summer of 2018 Attendance Ethnicity Table 	x
<ul style="list-style-type: none"> Summer of 2018 Attendance Special Needs Table 	x
Attendance Discussion	x
Partnerships	x
<ul style="list-style-type: none"> Partnerships Table 	x
<ul style="list-style-type: none"> Partnerships Discussion 	x
Parent Involvement Information and Discussion	x

2018-2019 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2018 and the Spring of 2019. There are separate tables for the Summer of 2018. Leave blank any cohorts that do not apply.*

21st CCLC Program 2018-2019 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All	340	176	174
	Regular*	160	82	78
Cohort 13	All			
	Regular*			

*Regular Attendees have attended the program for 30 or more days.

21st CCLC Program 2018-2019 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All						
	Regular*						
Cohort 10	All						
	Regular*						
Cohort 11	All						
	Regular*						
Cohort 12	All	328	3				9
	Regular*	154	2				4
Cohort 13	All						
	Regular*						

*Regular Attendees have attended the program for 30 or more days.

21 st CCLC Program 2018-2019 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All	0	186	47
	Regular*	0	88	23
Cohort 13	All			
	Regular*			

*Regular Attendees have attended the program for 30 or more days.

Summer of 2018 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2018 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2018 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All	176	90	86
	Regular*	20	12	8
Cohort 13	All			
	Regular*			

*Regular Attendees have attended the program for 30 or more days.

21 st CCLC Program Summer 2018 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>							
Cohort 9		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	All						
Cohort 10	Regular*						
	All						
Cohort 11	Regular*						
	All	167		2	1	1	5
Cohort 12	Regular*	17		1			2
	All						
Cohort 13	Regular*						
Cohort	All						
	Regular*						

*Regular Attendees have attended the program for 30 or more days.

21 st CCLC Program Summer 2018 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>				
		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All	0	104	21
	Regular*	0	12	3
Cohort 13	All			
	Regular*			

*Regular Attendees have attended the program for 30 or more days.

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	x
<ul style="list-style-type: none"> ● Percentage of 21st CCLC attendance compared to total population. 	x
<ul style="list-style-type: none"> ● Percentage of attendees who are FRPL. 	x
<ul style="list-style-type: none"> ● Efforts to increase and keep attendance high. 	x
<ul style="list-style-type: none"> ● Recruitment efforts. 	x
<ul style="list-style-type: none"> ● Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i> 	x

Attendance at all four sites is strong during the school year with nearly 90% of elementary students attending at least a few days of after school programming. All sites have a spike in attendance on early dismissal days. This is a positive trend as it shows that the programs are meeting a need of the parents, district and community. However, many of these students do not become regular program attendees for a variety of reasons including, but not limited to, student choice, conflict with other after school clubs and activities, and parent schedules and choice. Summer school is fairly strong serving approximately 30% of the elementary age students. Attendance is stronger among lower elementary-age students during the school year and summer, as parents at the K-3 level report needing more supervision and daycare for their younger-age children.

Each program would like to attract more at-risk youth to attend but face barriers in parent support and limited understanding of the program value. Transportation is also an issue for many in Lamoni and Mormon Trail. After five years of implementation, each site expressed a desire to strengthen the “fun” factor of after school programming and add more hands-on and STEM activities in order to increase attendance of upper elementary students.

Partnerships Table. *Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a monetary value (i.e. \$1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.*

1. *Provide Evaluation Services*
2. *Raise Funds*
3. *Provide Programming / Activity-Related Services*
4. *Provide Food*

5. **Provide Goods**
6. **Provide Volunteer Staffing**
7. **Provide Paid Staffing**
8. **Other**

21 st CCLC Program 2018-2019 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
Decatur Co. Rotary	Full	2, 3		\$5,000	4
Decatur Co. Extension & Outreach	Full	3	special STEM activities each month	\$3,600	4
Graceland University	Full	3,6	School of Ed. volunteers 4x a year	\$5,000	3
Decatur Co. Public Health	Full	5,6	Health & nutrition programming	\$5,000	4
Decatur Co. Sheriff's office	Full	3	safety programming	\$2,000	4
Comm. Health Centers Southern Iowa	Full	3	health & safety programming	\$3,000	4
Lamoni Public Library	Full	3		\$3,000	1
Leon Public Library	Full	3		\$4,000	2
Humeston Public Library	Full	3		\$2,000	1
Decatur Co. Conservation	Full	3,6	monthly nature activities, summer programming	\$5,000	4
Americorps Youth Launch	Vendor	7	summer program assistants	\$11,250	2
Southern Iowa RSVP	Full	6	after school volunteer	\$1,800	1
Decatur Co. Development Corp	Full	2,5		\$500	3
SWCC	Full	3	field trip opportunities	\$1,000	4

FunShine	Full	7	summer assistance to Lamoni site	\$4,000	1
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**Full – partner works with local program at no cost to the program*

Partial – partner works with local program by providing discounted costs/rates

Vendor – services only provided with a cost to the program

Partnerships Discussion.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	x
<ul style="list-style-type: none"> Summary of partnerships table. 	x
<ul style="list-style-type: none"> Total unpaid and paid partners. (all partner types) 	x
<ul style="list-style-type: none"> Efforts to recruit partners. 	x
<ul style="list-style-type: none"> Highlights of partnerships. 	x
<ul style="list-style-type: none"> How partnerships help program serve students. 	x

Partnerships are critical to the success of any program. The centers are in the middle of a rural poverty pocket, so establishing partnerships requires creativity. Sustaining said partnerships takes more work because helping to lift students out of poverty and move them toward successful lives is a collective commitment of civic leaders. To date, several agencies/organizations provide the three centers with programming including: Community Health Centers of Southern Iowa (presentations on wellness and drug/alcohol prevention, free dental screenings, sponsor snacks for Family Literacy Nights); Iowa State Extension and Outreach (supply newly developed literacy focused activities to pilot, provide resources and kits, share best practices for youth development staff training); Decatur County Sheriff's Department (visit programs regularly, presentations on safety, drug awareness, bullying and violence prevention and careers); AmeriCorps Youth Launch (family literacy nights, dedicated AmeriCorps members for educational assistance, mentoring, service learning, and STEM); Leon, Lamoni and Humeston Public Libraries (administer summer reading program and activity programs during after school hours, provide access to library resources); Graceland University (culturally, recreation, and enrichment programs and activities); Decatur County Conservation (which manages 9 parks and natural areas - provide conservation programs and activities; supervise field experiences to nature areas); and the Iowa Department of Natural Resources (facilitate outdoor education programming). The programs also benefit from the Rotary Club of Decatur County and the Parent - Teacher Organizations which provide a variety of goods and support. The Decatur County Rotary have been generous in seeking and providing funding for programs when grant funds end, and were instrumental in the establishment of the "Backpack Buddy" or school food bank program. (The school districts have a partnership with

the Iowa Food Bank to participate in this program. Decatur County Rotary picks up the food in Des Moines each month and helps to pack the 120 bags for local students. This program is a partnership between the three entities and provides weekend food supplies to 30 needy students on a weekly basis. These students have been identified as “food scarce” children who may not have regular, if any, access to food or meals on the weekends. The goal of this program is to provide enough food to help these children get through the weekend between Friday’s school lunch and Monday’s school breakfast. The Mormon Trail center has an on site food bank for students and families within the community that need help with food.

Partner contributions are routinely recognized with thank you letters written by the students. The relationships are also regularly recognized on social media, school websites, and in the local newspapers.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Number and description of parent meetings and/or events.	x
Number of parents at each meeting and/or event.	x
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	x
Efforts to increase parental involvement.	x

Family literacy nights are part of the design of the program. Central Decatur held three during the evaluation year and utilized 21st Century grant funding to pay district teachers to lead the evening programming. The intent of the family literacy nights is to have teachers and staff demonstrate family activities and strategies that, in addition to promoting literacy, also support the development and maintenance of positive parent/child relationships. It is the continued hope that the ability to hire teachers (rather than expecting them to volunteer) will allow the district to increase these events to at least four times a year. The Mormon Trail center had a Dr. Seuss literacy night in March. The event was well attended by families and enjoyed healthy snack and literacy rotations they could complete with their family at their own pace. Interviews with stakeholders indicate a continued commitment to hold additional events each year. It is the belief of the evaluators that the leadership is now stable and that these nights will become an important component of the program. The Lamoni center held a fall “Commotion in the Ocean” literacy night complete with a meal, crafts, story tellers, exhibitors and activities. There were over 100 students and family members in attendance. They also held a Family Literacy Night in April with an equal amount of students and family members in attendance.

Communication with parents is a critical component to their involvement. All sites have established methods for communicating school and program information to parents and to the general community.

At Central Decatur, a bi-monthly newsletter is sent via bulk mail to every mailbox in the district. This newsletter contains the monthly school activity calendar, notes from administration and student highlights. Each week a parent update is sent home with every elementary student. This update contains more time sensitive items as well as pictures and celebrations of student learning. Media resources are also utilized for communication between the school and community. Central Decatur developed a website which is also utilized to communicate and share information. Email is another way regular school staff and before/after school staff communicate expectations, homework, and student progress. In addition the location of each 21st Century site at the primary elementary building allows for sharing of materials and notes. Central Decatur has a phone system which includes voicemail for all certified staff. This is another way for parents and staff to communicate. Parents can leave a message for teachers and staff at any time of the day or night and staff can return the call at their earliest convenience. Every parent has access to the student information system-Powerschool which provides easy access to grades and attendance records. A textcaster system is utilized to provide more timely notices on closures and delays.

At Mormon Trail, communication with parents/guardians is achieved in a variety of ways. Teachers and parents communicate through the students' daily planners. Parents have access to the district's JMC program. Through this program, parents have access to their child's assignments and grades. Parents may email teachers or leave a voicemail if the teacher is unavailable to take their call. Elementary teachers send home a weekly bulletin to parents. Mormon Trail also has a robust website with the school calendar as well as school news and activities. Parents are encouraged to sign up for text messaging for instant updates for cancellations and activity changes. The district sends a monthly newsletter to all patrons which contains activity schedules, lunch menus, board minutes and highlights student activities and successes. The district utilizes the text messaging service for any unexpected changes to programming for early outs or late starts that will change programming hours. Reminders are also sent out through this service.

At Lamoni, communication with parents/guardians is accomplished through a digital newsletter (also available in hard copy), a program Facebook page, and use of the REMIND application which automatically reminds parents of program events. In addition, parents have access to the district's JMC program which gives them access to their child's/children's assignments and grades. Parents may email teachers or leave a voicemail if the teacher is unavailable to take their call. Lamoni also has a robust Exploration Academy website (<https://www.lamonischools.org/vnews/display.v/SEC/Exploration%20Academy>) used to communicate and share information -- including an abundance of photos and testimonies outlining program events and successes.

Parents/guardians at all centers receive a monthly sign-up sheet (sent home with the student or electronically provided) in which they enroll their children for the after-school activities. Parents/guardians return the sheet to the student's classroom teacher. This process is designed to allow parents to confirm that their child will participate; it also is critical for the after-school programmers to be able to anticipate numbers as they design activities and secure resources.

4. GPRA Measures

For 2018-2019, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	
<ul style="list-style-type: none"> Name of Assessment Tools Used for Each Measure. 	X
<ul style="list-style-type: none"> Data Entered for all Applicable Measures. 	X
GPRA Measures Discussion	X

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: Teacher Grade Reports			
1. The number of elementary 21 st Century regular program participants who improved in mathematics from fall to spring.	45	38	84.44%
2. The number of middle/high school 21 st Century regular program participants who improved in mathematics from fall to spring.	1	1	100%
3. The number of all 21 st Century regular program participants who improved in mathematics from fall to spring.	46	39	84.78%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: Teacher Grade Reports			
4. The number of elementary 21 st Century regular program participants who improved in English from fall to spring.	40	37	92.50%

5. The number of middle/high school 21 st Century regular program participants who improved in English from fall to spring.	1	1	100%
6. The number of all 21 st Century regular program participants who improved in English from fall to spring.	41	38	92.68%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: ISASP and FASTBridge			
7. The number of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading.	51	36	70.59%
8. The number of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics.	1	0	0%
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Staff Survey			
9. The number of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95	82	86.32%
10. The number of middle/high school 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	1	0	0%
11. The number of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	96	83	86.46%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Staff Survey			
12. The number of elementary 21 st Century regular program participants with teacher-reported improvements in student behavior.	95	82	96.32%
13. The number of middle/high school 21 st Century regular program participants with teacher-reported improvements in student behavior.	1	0	0%
14. The number of all 21 st Century regular program participants with teacher-reported improvements in student behavior.	96	82	85.42%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	X
Discussion of high performing and low performing areas.	X
Description of data collecting instrument.	X
Discussion of difficulties on any GPRA Measure.	X
Assessment of 21st CCLC Program based solely on GPRA Measures.	X

Type or copy and paste GPRA Measures Discussion here.

GPRA Measure results are based on Regular Attendees (those students attending programming 30 or more days in three districts) needing improvement. English, Mathematics and Proficiency data are based on grade reports, Iowa Statewide Assessment of Student Progress (ISASP- the new statewide accountability measure) and FASTBridge (literacy screeners). The behavior results are pulled from staff surveys.

The majority of students needing improvement in English or Mathematics did demonstrate improvement, based on teacher reported grades. In addition, improvement rates in 2018-19 are higher than last year. Mathematics improvement in 2018-19 is 85% compared to 80% last year. Improvement in English in 2018-19 is 93% compared to 58% last year.

Similarly, improvement in Reading proficiency (or growth toward meeting benchmark for K-2 students assessed on FASTBridge) was positive at 71%. This is higher than last year's proficiency improvement of 58%. Improvement Mathematics proficiency is reported above, and will not be discussed here as the number needing improvement was one student.

Results from homework completion and class participation were positive. 87% of those needing improvement did improve based on teacher report. This compares to 41% last year. There was an 85% improvement in student behavior based on teacher report in 2018-19. This is higher than the teacher reported improvements in student behavior last year at 63%.

Results on GPRA reported measures show positive gains in all areas.

5. Local Objectives

ON JULY 1, 2017, GPRA MEASURES BECAME THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2018 and the Spring of 2019.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	x
<ul style="list-style-type: none"> Rating of each Objective as listed below. 	x
<ul style="list-style-type: none"> Full Methodology used for measurement. 	x
<ul style="list-style-type: none"> Justification for Rating 	x
Local Objectives Discussion	x

Local Objectives Data Tables.

For each cohort table, enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. Rows may be added as needed. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

- Met the stated objective. *Must provide methodology on how the objective was measured and justification for meeting the objective.*
- Did not meet but made progress toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.*
- Did not meet and no progress was made toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.*
- Unable to measure the stated objective. *All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.*

Cohort 9 Table

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
When matched by similar demographics to non-participants, a higher percentage of students attending 60+ days in the program will be proficient in reading as measured by Iowa Assessments. Students in K-1 will utilize FAST assessments	Objective Met	<p>Demographics (gender and F/RL status) not available for non-participants so matching was not performed. Objective Rating based on all regular and non-attendees from the Central Decatur location. Objective indicates Iowa Assessment; with the 2018-19 school year, the new state-wide accountability measure is ISASP and the objective rating is based on those results for those in grades 3-6.</p> <p>57% of students attending 60+ days of CCLC programming were proficient in ELA or at benchmark in literacy. This compares to 54% of those attending fewer than 60 days and 55% of those not attending (fewer than 30 days).</p>

<p>When matched by similar demographics to non-participants, a higher percentage of students attending 60+ days in the program will be proficient in math as measured by Iowa Assessments.</p>	<p>Objective Not Met- Progress Made</p>	<p>Demographics (gender and F/RL status) not available for non-participants so matching was not performed. Objective Rating based on all regular and non-attendees from the Central Decatur location. Objective indicates Iowa Assessment; with the 2018-19 school year, the new state-wide accountability measure is ISASP and the objective rating is based on those results.</p> <p>70% of students attending 60+ days of CCLC programming were proficient in Mathematics. This compares to 70% of those attending fewer than 60 days and 71% of those not attending (fewer than 30 days).</p>
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Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
<ul style="list-style-type: none"> • Statistical Analysis as Applicable. 	N/A
<ul style="list-style-type: none"> • Improvement over more than one year as observed. 	N/A
<ul style="list-style-type: none"> • Applicable graphs, tables, and/or charts. 	N/A
<ul style="list-style-type: none"> • Details on methodology and ratings as needed. 	X

• Clarification for objectives not met.	X
• Clarification for objectives not measured.	N/A

Type or copy and paste Local Objectives Discussion here.

Data from Central Decatur district was used for determining Local Objective Ratings. Results for all students (regular and non-attendees) were utilized- regardless of gender or F/RL status.

Slightly more students (57%) of students attending CCLC programming for 60 or more days were proficient (as measured by ISASP) or at benchmark (as measured by FASTBridge) in Literacy compared to those attending less than 60 days (54%). A higher percentage of those attending 60 or more days were proficient or met benchmark compared to those that were not regular attenders (fewer than 30 days participation in CCLC programming). This meets the stated objective.

The same percentage of students (70%) attending CCLC programming for 60 or more days were proficient (as measured by ISASP) in Mathematics compared to those attending less than 60 days. 71% of students not regularly attending were proficient in Mathematics. This does not meet the stated objective, yet a proficiency rating in Mathematics of 70% across the board and at a higher percentage than the Literacy achievement reported above indicates a positive learning outcome for all students.

A comparison of this year's objectives to last year's is not possible because Local Objectives were updated in 2018-19 and a new state test was implemented. Year-over-year comparisons will be possible next year as well as the possibility of reporting growth of individual students.

6. Anecdotal Data

Anecdotal Data Required Elements	Complete?
Success Stories	x
Best Practices	x
Pictures	x
Student, teacher, parent, and stakeholder input.	x

Success Stories

Success Stories Required Elements	Complete?
Specific Examples.	x
Key People Involved	x
Quotes from participants, teachers, parents, etc.	x
Include objectives showing large increases.	x

All students attending the summer program were able to attend and participate in public library programming. This allowed students to check out books throughout the summer and earn prizes with the library. Students and families were especially excited about receiving Leon Rodeo tickets upon completion of the June reading log. The school noted that regular attendees during the summer showed minimal, and in some cases, zero drop off in reading fluency from spring testing to fall. The school reported this was a direct result of the partnership between the schools, the summer program, and the public libraries.

Other successes are derived from having children cared for and engaged in productive enrichment activities after the school day ends, as well as less stress on families when homework is done and they can go home and be a family. Friendships that cross age differences, community understanding, as well as increases in physical activity and healthy snacks, are among other “hidden” benefits.

CD tried a new structure for older students attending summer programming at North Elementary. Students began each week with a trip to a local or state park within 80 miles of the site. Staff then built upon these experiences for the remainder of the week in reading and math lessons. This change in structure actually resulted in an increase of students attending each week throughout the summer, rather than a decline.

Best Practices

Best Practices Required Elements	Complete?
Description of the practice/activity.	x
Methodology of measuring success of best practice.	x
Information on why practice/activity was implemented.	x
Impact of practice/activity on attendance.	x
Impact of practice/activity on student achievement.	x

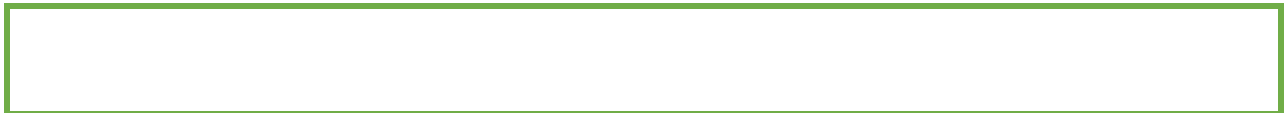
The project is closely aligned with districts’ goals, including overall CSIP goals of creating a safe learning environment while increasing math and reading achievement. Student intervention activities for reading and math are provided. After school tutoring is closely connected with individual student goals in order to remediate any reading or math deficiencies. Reading comprehension and vocabulary strategies and math problem solving will be utilized to help students meet the proficiency goals. A unique feature of the four 21st CCLC centers is the close alignment of the project goals with school day achievement to best help promote student success. Each of these are designed to help identify students who need intervention early in the school year and provide those students with individualized interventions that will target the specific areas of student need.

Students at-risk in reading and/or math are asked to participate in after school programming. Rural homes in Decatur and Wayne counties are very isolated, and many families lack the necessary financial resources to arrange private transportation to and from school. These families depend on school transportation to ensure their child gets to school on a daily basis; staying after school (or getting to school in the summer) is a luxury that few families in this area can afford. To accommodate this need, regular and free transportation is made available for after school as well as summer programming to ensure that the students who have the greatest economic barriers have an opportunity to participate and benefit from the programming without creating hardships for their families.

STEM continues to be a force in career and technical education. All four centers continue to focus on equity as it relates to the development of the skill set required to be successful in these areas. The after school programs all have STEM components each day - one in which students are engaged in academic enrichment activities on computers, science projects, or a coding exercises.

The centers also continue to be committed to physical literacy and overall student health. Physical activity is routinely integrated in the after school and summer programming. A healthy snack is always provided and there is regular programming designed to strengthen overall student health and body awareness. Districts consult with their Physical Education instructors in the design of appropriate and engaging activities and have also consulted with Graceland University faculty in the Health and Movement Science division to acquire greater understanding of student needs and current trends and issues in the field.

Cultural awareness is critical to the task of becoming a 21st Century global citizen. The Centers are intentional in including programming that advances students' cultural competencies and have elected to use a fine arts pathway to promote cultural consciousness; additionally, there are annual field trips that are designed to provide students with and Arts and Music cultural experience. The districts also utilize their art teachers to develop activities to explore their own cultural and artistic identity.



Pictures



Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, and stakeholders.	x
Quotes from partners.	x
Quotes should be attributed (titles can be used but names only with permission).	x
Showcase success of the program, especially for student attendance, behavior and academic success.	x

Students attending the sites reported they enjoyed programming options, especially field trips and opportunities outside the districts. Parents/guardians reported satisfaction with the before/after school program as well. Parents/guardians were especially appreciative of the comprehensive nature of the after school program: a healthy snack, homework help and physical activity. Parents/guardians also highly value the breakfast/lunch component of the summer program. Transportation home during the school year and round trip transportation in the summer were additional positives. Many parents reported their child would be unable to attend without this school provided transportation. There has also been some parent concern that the programs feel like an extension of “school” rather than enrichment time. This concern was brought to the advisory board in July, and efforts are under way to address this concern.

Teachers have a high degree of support for this program. Many have worked with the program in the past and see the student benefit. Teachers reported students complete homework and daily “at home” reading requirements during the program which relieves stress on students and families while still holding students accountable for the work.

One of the positive unintended benefits most often cited by community members -- teachers, parents, and staff at the Lamoni and Central Decatur Centers -- was the involvement of high school students. In addition to the value they add as mentors and activity leaders, many of these students have acquired a strong career interest in the teaching profession; the program has provided an opportunity for these students to exercise this interest and have led many of them to take *Introduction to Education* course at Graceland University - closing the loop on a system of powerful community partnerships.

Community input was provided through surveys at some centers as well as the connections with community partners. These community partners echoed parents and staff in the vital role the after school and summer programs provide. Community members reported feeling proud that a high quality and free program was available to students in the small rural districts.

7. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Original plan from grant application summary.	x
Discuss formal sustainability plan if applicable.	x
How program will continue without 21st CCLC grant funding.	x
How partnership contributions will help the program continue (refer to partnership table from section 3).	x

Sustainability through program/data analysis: Continuous program improvement starts with vested stakeholders regularly reviewing data and evaluating progress towards the various established goals. The site coordinators and district administrators used data driven evaluation techniques and committed to collaborate on ways to obtain the best possible student learning outcomes. The data was then distributed to key stakeholders for reflection, analysis, and evaluation. Recommendations for changes for improvements followed analysis and interpretation of reports. Student interest in the program was regularly determined by analyzing the attendance patterns as well as aggregating comments from students, staff, and parents during and after program opportunities. While this worked well within the individual districts, there was a lack of communication between all four centers that limited the use of shared resources and understanding. Leaders recognize this is problem and collectively continue to work on reconciling the issue.

The addition of the Lamoni center might have compounded these issues, but an administrative council was formed with stakeholders from all centers. Coming from a recommendation by the outside evaluators, the Decatur County Cares Coalition was formed to provide leadership and accountability as well as a pathway for shared resources and communication.

Sustainability through community partners: Sustainability activities throughout the grant cycle included collaboration with diverse partners to provide an array of quality activities. The activities were designed to intentionally build community awareness of the program in an effort to establish broad community buy-in and to implement a wide range of communication methods to keep critical stakeholders up-to-date about program activities and to engage volunteers and other diversified staff to provide programming. Perhaps the most critical community partner is often the most overlooked and that is the faculty, staff, and administration of each center. Each site coordinator worked to maintain a close relationship with each school district to ensure a connection to the school and the school community to capitalize upon and align with the instructional standards and goals of each.

Sustainability through advocacy: The program centers publicly shared program success and needs with the community at large. District administration advocated with legislative bodies to preserve funding. Central Decatur and the Leon community as well as Graceland and the Lamoni community hosted multiple state and national policymakers in recent years as a part of the ongoing effort to share the positive effects of multiple initiatives.

Sustainability through media: The site coordinators utilized all school and community communication streams to inform the public of the activities and successes of the four program sites. This included postings to social media and more traditional newspaper/newsletter outlets. All marketing efforts were evaluated for their effectiveness in increasing attendance, procuring community support, and identifying potential additional funding streams.

Sustainability through adaptability: Sustainability planning must be creative, flexible and rely on strong partners and internal support. The original design of the program involved a high level of collaboration between the two charter districts to ensure uniform delivery of the program; however, as implementation evolved over the course of the grant cycle, it became clear that each site had its unique needs and program delivery was adapted to accommodate those differences in order to best serve students at each center. As the former grant came to a close the centers looked for ways to continue and expand the program in a way that would impact more students. The Central Decatur and Mormon Trail centers looked for additional partners as they applied for the next grant cycle. As a result, the Decatur County Cares Coalition (DC3) was formed and brought several new stakeholders to the table - including a third school district (Lamoni Community School District). The new program design not only increases the number of students impacted, but the new model significantly increases the collaborative processes of the stakeholders, assembles county-wide resources, increases the potential for additional funding sources, and substantially increases the level of accountability for each learning center. As the newly awarded grant (2017) matures and ultimately ends, other funding streams will have to be pursued. Grant funding is critical to the long-term stability of the DC3 program for all students, as the largest cost in maintaining the program is in staffing. Without grant funding, the programs would become more exclusive, as some type of sliding fee scale would need to be implemented. While family/student fees will ultimately help with sustainability, the DC3 Advisory Board recognizes the impact this would have on the target population - low SES students and families. Currently, 65% of the students qualify for free or reduced lunch, with the majority qualifying for free lunch, and many would be unable to afford even the smallest of fees. The DC3 board members are dedicated to finding outside funding sources to sustain the newly awarded beyond the grant dates.

Sustainability through coordinated resources: The school districts provide space, office equipment, and custodial services. School lunch staff provide healthy snacks under the child care food assistance program. The grant partners worked with daily program staff and the site coordinator to provide assistance and information for programming and family literacy needs. Partners worked to combine resources where possible in order to maximize the positive impact on families and the best utilization of public and private funding.

8. Summary and Recommendations

Summary and Recommendations Required Elements	Complete?
Summary of program.	x
Dissemination of local evaluation.	x
Recommendations for local objectives.	x
Recommendations on future plans for change.	x

Summary of Program

Summary of Program Required Elements	Complete?
Reference introduction section.	x
Showcase successes of program.	x
Highlight items contributing to program success.	x
Include exemplary contributions from staff, teachers, volunteers and/or partners.	x

The Decatur County Cares Coalition (Cardinal Muscle, Saints Afterschool Program and Lamoni Exploration Academy) represent a collaborative project resulting from the combined efforts of the Central Decatur Community School District, Lamoni Community School District, and the Mormon Trail Community School District. The partners share resources, responsibilities and risks of the 21st Century program, each contributing to its operations, programming and quality according to individual areas of expertise and mission alignment. The project is closely aligned with district goals, including overall CSIP goals of creating a safe learning environment while increasing math and reading achievement.

This federal grant funding equalizes the opportunity for rural, social and economically disadvantaged students in Decatur County. Transportation and a no-fee structure allows students of all family income levels to participate equally and provides field trips and extended opportunities that would otherwise only be available in more urban settings.

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Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact url where local evaluation is posted (required by US DOE).	x
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	x

Local Evaluation will be posted on each site website

<https://www.lamonischools.org/vnews/display.v/SEC/Exploration%20Academy%7CLocal%20Evaluation>

<http://www.centraldecatur.org/north-elementary/cardinal-muscle/>

<http://www.centraldecatur.org/south-elementary/cardinal-muscle/>

<http://www.mormontrailcsd.org/wp-content/uploads/2016/03/21st-Century-evaluation-10-28-15.pdf>

Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete?
Objectives to be changed and reasons why.	x
Objectives to be added.	x
Include objectives not met.	x
Include objectives not measured.	x

The program objectives utilized during the first grant cycle were unrealistic and inadequate when measuring program impact. Beginning in the fall of 2017, Lamoni Community School District was added to the new grant and a joint collaborative advisory board, the Decatur County Cares Coalition, was established to oversee and advise the (now) four centers involved with the project. The board consists of 15 community partners who, collectively, pursue the goal of maximizing resources, partnerships, and opportunities in Decatur County, to serve all Decatur County elementary students and to narrow the achievement gap for students at each of the centers. Under the leadership of the district administration and school advisory councils, new priority needs and objectives for at-risk families were established using objective school and community data. The academic, enrichment and family literacy activities have been carefully linked to student/family needs. This new project has improved the measures by creating specific targets/goals and more realistic learning objectives that are both measurable and observable. The writers of this report find these goals, objectives and measures to be more pragmatic measures of program impact and student success. After having employed these measures for the past year of the grant, the measures (which the evaluators had access to) continue to be valid. In addition, the formation of the Decatur County Cares Coalition with quarterly meetings was empowered to monitor each center's

progress, to assert accountability measures that ensure that each center is fulfilling their responsibilities regarding the goals and objectives, and to share resources, ideas, and success stories. This has proven to be very effective in extending the success at the Mormon Trail district center as well as getting the Lamoni center off to a tremendous start! The evaluators recognize that collaboration and communication across districts/communities to meet the needs of the most at-risk youth is difficult and complex work. The board members and community partners have extended their offer to assist in any way they can so that the centers can successfully meet the challenge. This is an important challenge. The new advisory board has provided effective and equitable leadership to ALL centers and, in the future, changes in district/program/center leadership will not impact any center's implementation of the project goals and objectives.



Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
Changes in activities.	x
Changes in recruitment efforts.	x
Changes in partnerships.	x
Changes for sustainability plans.	x
Other changes as suggested by governing body.	x

The Decatur County Cares Coalition has provided leadership and support for all centers which greatly increased each center's success. The evaluators recommend that students continue to be tracked over time (multiple years of the project) providing data for the long-term success of the program. This data could then be used to gain further funding from additional sources. The new grant had indicated this would be the intent. The DC3 quarterly meetings are imperative for continued success as is the analysis of collective data and intentional conversations aimed at improving all services.

The current data evidences that in some areas, nonparticipants outperform participants. The evaluators have expressed confidence that there are outside variables that can be attributed to the higher scores of the non-participants such as family structure and socio-economic status. Further analysis could verify this hypothesis to determine variables, which might influence these differences. This understanding could work to inform program design and delivery for improved student performance.

All learning centers have evidenced a deep commitment to parent/guardian involvement. The evaluators recommend that annual (or more often) parent/community surveys be conducted. Analyzing this data and searching for recurring themes could provide valuable insight and ways to improve programming. Additional ways of collecting parent/guardian data would

ensure that parent/guardian ideas and concerns are included when considering the design and delivery of the program.

Due to the rural nature of the school districts, it can be difficult to provide cultural and off-site enrichment opportunities. Increased attendance on these “field trip” days indicates this is a highly preferred activity. It is recommended that the grant applicants consider how to exploit the geographic location of and relationship with Graceland to expand opportunities, increase the frequency of opportunities, or bring the opportunities to each learning center.

In the previous evaluation, the evaluators recommended that the grantees explore the expansion of STEM to STEAM to ensure the integration of fine arts in the culturally deprived Decatur County. To date, all centers have successfully integrated STEAM activities into their programs. It is recommended that each center continue to explore ways to integrate these activities that stretch student learning in the high poverty areas. Additional training with program staff on developing STEAM activities would benefit the programs as would additional resources/funding.

Anecdotal evidence continues to show that homework assistance fills a critical need at all centers. The evaluators recommend that program staff continue to look at more ways to offer specific tutoring for struggling students. It is also recommended that the staff find ways to meet this need without sacrificing the opportunities for academic enrichment. However, the evaluators are concerned that other areas are being sacrificed for the use of homework time. There needs to be data measures that support that it is, in fact, the homework time allowed that contributes to student success and not some other variable. It is also important to establish that homework is aligned with skills tested and that it addresses weak areas for students.

The evaluators recognize the immense potential of the 21st Century Learning program to support the goal of student reading proficiency. It is recommended that the learning centers explore ways the program can support the initiative for intensive reading instruction both during the academic year and summer programs. It is also recommended that program directors work to identify partners outside of the school district that can assist them in this endeavor. Suggested sources might be Graceland University, the public libraries, online resources, and volunteers.

It is recommended that all centers continue to explore and expand and share community partnerships/resources. We recognize that there is a lack of resources in the poverty pocket that is Decatur County; however, an intentional audit of resources is likely to uncover hidden and/or under-utilized resources that would greatly enhance the project.

